



Behaviour and Discipline Policy

Linked policies:

- Anti-Bullying Policy
- Appropriate use of Social Media Policy for Parents
- Alternative and off-site Provision Policy
- Behaviour and Discipline Policy
- Child Acceptable Use Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Drugs and Substance Abuse Policy
- Educational Visits Policy
- E-Safety Use of Devices Policy
- First Aid Policy
- Intimate Care Policy
- KCSIE (latest version)
- Managing Safeguarding Concerns and Allegations
- Safer Recruitment Policy
- Whistleblowing Policy

Last review date: September 2025

Review Date: September 2026

“If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be.” Goethe.

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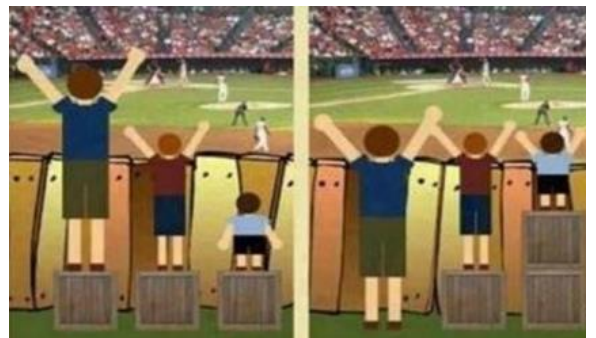
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Purpose

Woodlands Primary School and Nursery believes that positive behaviour is essential for effective teaching and learning. Strong relationships are key to managing behaviour well. Our approach is informed by best practice from the Shropshire Virtual School, Educational Psychologists, Paul Dix,, Mark Finnis, EEF research, and other experts; including the Attachment and Trauma Research Community—for whom we are a learning hub. Research highlights that fairness means giving each child what they need to succeed (equity)—not treating everyone the same (equality).

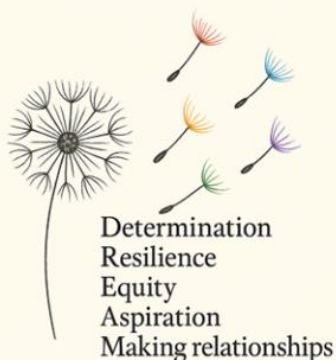
Our behaviour policy aims to:

- Create a safe, calm, and inclusive environment for learning.
- Promote positive relationships and emotional wellbeing.
- Support children to develop self-regulation and resilience.
- Ensure consistency and fairness in managing behaviour.



Core Values and Expectations

At Woodlands,
We DREAM...



At Woodlands Primary School and Nursery we have a highly inclusive approach and believe that every child is an individual and must be treated as such. Our behaviour principles are reflected in our values, ethos and school rules. At Woodlands, we recognise that behaviour is a form of communication; not all behaviours are a matter of choice, and many are influenced by factors beyond a child's control.

We take a non-judgmental, curious, and empathetic approach, focusing on the emotions behind behaviour rather than the behaviour itself. Children with behavioural challenges are seen as vulnerable and in need of support, not as troublesome. Strong, positive relationships between staff, pupils, and families are central to our ethos—children follow people before they follow rules. We aim to create a school culture rooted in

connection, inclusion, respect, and belonging, which motivates children and supports their wellbeing. Our behaviour expectations are guided by the principles of being **ready, respectful, and safe**. Clear boundaries and consistent routines are essential. A nurturing and structured environment helps children feel secure and understand expectations. Predictability and consistency are key to supporting behaviour positively.

We value parental involvement in supporting children's social, emotional, and mental health (SEMH) needs. Our Inclusion Team, Designated Safeguarding Leads and Early Help Lead work with families through Early Help to promote positive change.

By focusing on self-esteem, emotional literacy, and self-regulation, we empower children to make positive choices in learning and social situations. Woodlands is committed to creating a culture of excellent behaviour—for learning, for life, and for our community. We expect all pupils to meet high standards of conduct, supported by strong relationships and shared values. We promote kindness, empathy, and respect across the school, encouraging positive connections between staff, pupils, and families. Children are taught what good behaviour looks like through consistent modelling and clear expectations. We use the Zones of Regulation to help children manage their emotions and behaviour, supported by a consistent behaviour curriculum and classroom strategies. Through a Growth Mindset, pupils build confidence and take increasing responsibility for their actions.

Staff consistently apply behaviour management strategies that foster a calm and positive learning environment. We celebrate success through praise and recognition.

We actively teach children how to stay safe, including online, and ensure they understand and help prevent all forms of bullying. Diversity and British Values are celebrated, and caring attitudes are promoted throughout the school community.

Our behaviour system separates behaviour from the child, focusing on support and development rather than punishment. We aim to “catch them getting it right,” helping children build a positive self-image and feel valued and heard.

To support pupils' social, emotional, and mental health (SEMH), we provide a nurturing environment where wellbeing and resilience are prioritised. Staff are trained to understand pupils' needs and respond consistently. New staff are inducted into our behaviour culture to ensure continuity and shared responsibility.

We expect all members of our school community to:

- **Be Ready** – prepared to learn and participate.
- **Be Respectful** – treat others with kindness and dignity.
- **Be Safe** – act in ways that protect themselves and others.



Ready



Respectful



Safe

Our school values and these core rules underpin our behaviour curriculum and are taught explicitly through routines, modelling, and reinforcement.

Determination	Resilience	Equity	Aspiration	Making Relationships
				
<u>Deciding to</u> do something and not giving up, even if it is difficult.	Bouncing back when things don't go your way.	Helping everyone have a fair chance.	Dreaming about what you want to achieve and aiming high.	Being friendly and working well with others.
Trying again when a tricky puzzle won't fit. Practicing handwriting until it looks neat. Learning the recorder notes, even if it's hard. Completing a challenging problem, even if it takes a long time. Being brave to try new things. Having confidence, even in unfamiliar situations.	Keeping a smile after losing a game at PE and then playing again. Trying a new math problem even after getting it wrong the first time. Staying calm when your work doesn't turn out as planned and starting over. Being kind to classmates even if they said something unkind. Work hard. Don't give up. Be a creative and independent	Giving more support to someone struggling in reading so they can join in. Sharing extra crayons with a friend who forgot theirs. Letting everyone have a turn in a classroom game. Helping a new student understand classroom rules. When we do what is right over what is easy. Treat everyone with respect. Respect our differences.	Wishing to become a writer and practicing stories every week. Wanting to get better at swimming and going to extra lessons. Hoping to learn a musical instrument and practising at home. Thinking about becoming a scientist and asking questions in science class. Go the 'extra mile'.	Introducing yourself to a new classmate. Listening to a friend's idea during group work. Helping someone carry books or tidy up. Playing together at breaktime and including everyone. When we are always truthful even when it is hard. When we look after our school environment and others' belongings. When we care about the well-being of others.

Roles and Responsibilities

All Staff:

At Woodlands, we aim to create a culture of exceptional behaviour for learning, life, and community. This is achieved through consistent practice, strong relationships, and a shared commitment to our values: **Ready, Respectful, Safe**.

✿ Core Practices

- **Model positive behaviour** and apply the behaviour policy consistently.
- **Meet and greet** pupils with a smile to foster connection and belonging.
- **Teach and model** positive behaviours through every interaction.
- **Create a calm, safe environment** with clear boundaries and expectations.
- **Use the Behaviour curriculum and Behaviour** to ensure consistency.
- **Teach the Behaviour Curriculum** and **Zones of Regulation** to support self-regulation.
- **Plan engaging lessons** that meet the needs of all learners and reduce behavioural issues.
- **Praise in public, reprimand in private** to maintain dignity and respect.
- **Use visible recognition** systems to celebrate success.
- **Be calm and give take-up time**, listening actively to pupils.
- **Follow up every time** and engage in reflective dialogue to support behavioural growth.

🤝 Relationships and Inclusion

- Build strong, trusting relationships with pupils, families, and colleagues.
- Foster a community that values **kindness, empathy, humour, and care**.
- Emphasise shared identity and refer to school vision and values throughout the day.
- Include everyone—our approach is fully inclusive and equitable.
- Recognise that behaviour is a form of communication and not always a choice.
- Respond with empathy, curiosity, and care, especially for vulnerable pupils.
- Use **"botheredness"**—a daily, deliberate act of noticing and caring.

Support and Wellbeing

- Provide a **personalised approach** to pupils with social, emotional, or behavioural needs.
- Be aware of triggers, outcomes sought, and support plans for individual pupils.
- Promote mental health and resilience through a nurturing environment.
- Celebrate diversity and British Values, ensuring all pupils feel seen and respected.
- Support pupils during transitions and changes to maintain consistency.

Accountability and Development

- Record behaviour incidents promptly using CPOMS.
- Monitor and evaluate behaviour data to inform practice.
- Attend CPD and training to strengthen behaviour management skills.
- Induct new staff into the school's behaviour culture and routines.
- Understand that **behaviour is everyone's responsibility**—never ignore poor behaviour.
- Respond to incidents promptly and predictably to maintain a safe learning environment.
- Separate behaviour from the child—focus on development, not punishment.
- Involve pupils in shaping behaviour expectations and encourage self-management.

All staff are expected to model the following adult behaviour, in order to maintain consistency and expectations:

- **Calm** – adults should train themselves how to be calm. This involves not feeling, or at least not showing, nervousness, anger, or other strong emotions to the child/ren in their care.
- **Consistent** – responding to the needs of a child or children should be done in the same way over time so as to be fair in the treatment of them and ensure predictability. '
- **Positive** – adults should hold all children with unconditional positive regard and take a positive and proactive approach to responding to and meeting the needs of children. Praise in public: reprimand in private.
- **Empathetic** – adults should demonstrate an ability to understand and share the feelings of the children which they care for, particularly during times of adversity, emotional dysregulation or distress. '
- **Reflective** – adults working with children should have the ability to look back at things that have been done or said in order to think calmly and quietly about them. They should use this reflection to adapt their practice in the best interests of the child/ren.

Headteacher and Senior Leadership Team:

- Oversee the behaviour culture and ensure staff are supported and trained. Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff manage incident of poor behaviour effectively. Monitoring that the policy is implemented by staff consistently with all groups of children.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary.
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

Children will be:

- Made fully aware of the behaviour policy in a way they understand.
- Helped and encouraged to develop high standards of behaviour.
- Able to learn and to achieve their full potential.
- Treated fairly with consideration and respect.
- Listened to by the adults when in school and nursery.
- Made to feel safe and secure in school and nursery.
- Made aware of the rewards they can earn for meeting the expectations for behaviour, and the consequences they will face if they don't meet the standards.
- Made aware of the adults who will provide pastoral support to help them meet the standards for behaviour.
- Supported to reflect on their actions.

Parents/Carers:

- Support the school's approach, communicate concerns, and reinforce expectations at home. Get to know the school's behaviour policy and reinforce the expectations at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions). Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

Governors:

Reviewing and approving the policy, monitoring the policies effectiveness, holding the Headteacher to account for the implementation.

Promoting Positive Behaviour



At Woodlands, we encourage positive behaviour through our 3 school rules, school values; this is explicitly taught and modelled through our behaviour curriculum.

All school staff ensure that children consistently follow 'Relentless Routines'; to support a calm, learning focussed environment where all children understand expectations and succeed.

When a child's behaviour meets or goes above and beyond the expectations staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.



We encourage positive behaviour through:

- Verbal praise and recognition.
- Certificates, postcards, stickers and awards.
- Responsibilities and leadership roles.
- Communication with parents to celebrate success.
- Use of Class Dojo and classroom 'Dream Jars'.
- Curriculum Prizes and 'Pride of Woodlands' Award.

The Behaviour Curriculum

All stakeholders in our community share the goal of creating a school environment that is joyful, peaceful, and a secure place where children feel welcomed and valued. That's why our curriculum is built around the core British Values: **democracy, respect for the law, personal freedom, and mutual respect**. We aim to equip our children with essential life skills that will help them grow into kind, thoughtful individuals who contribute to a just and inclusive society. One of the key skills we focus on is **positive behaviour**.

We believe that strong, positive relationships and a deep sense of belonging are essential for every child's success. When children feel safe, trusted, and supported, they are better able to regulate their emotions and thrive in their learning and development. For many of our children, building these relationships requires clear, intentional, and meaningful experiences that they can easily recognise and understand. Basic expectations, school rules, visions and expectations are all explicitly taught through our Behaviour Curriculum. We ensure 'quality first' teaching to support children to manage their behaviour and working with children who have a high level of need is the responsibility of all adults in school. We know that with the correct support all children can be fully included in their educational setting, enjoy learning, and succeed. Effective classroom management can reduce challenging behaviour, children's engagement, bullying and aggression. Teacher's and support staff receive high quality training, so they have the knowledge and skills to manage children's behaviour. All adults refer to our school vision, rules and relentless routines to ensure expectations are consistent; visual aids, prompts and scripts are also provided to support managing and teaching behaviour.

Zones of Regulation

Through our Personal Development programme, children learn about 'Zones of Regulation' children explore their emotions and how these can influence their actions. They are taught strategies to manage their feelings and behaviours in constructive ways, helping them to fully engage with lessons, access the curriculum, and participate confidently in their learning journey.



Regulation Stations

We know from firsthand experience that children need a helping hand (co-regulation) when it comes to understanding and processing their own emotions. Each learning environment has a regulation station to help children to reflect on their behaviour and to self-regulate.

Behaviour as communication

We understand that behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing those needs. We provide

personalised responses to supporting children's personal development and well-being, so they behave well. For children with more challenging behaviour our approach is adapted to individual needs. Targeted approaches meet the needs of individuals in our school and staff are trained to use specific strategies for children with high behaviour needs. Often advice and support are sought from other professionals such as the educational psychologist or behaviour support team.

Consequences

We ensure that natural consequences that can follow certain behaviours are made explicit, without the need to enforce corporal behaviour principles that can shame and ostracize children from their peers, school community and family, leading to potentially more negative behaviour.

Consistency

Consistency in our approach when managing behaviour does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Supporting Emotional Regulation

We recognise that behaviour is a form of communication. Skilled adults in school will use relational responses to keep classrooms calm and enable children to learn. Adults in school use emotion coaching, relational skills to regulate children who are experiencing strong emotions to support them to calm, learn how to self regulate and settle to learning.

Support includes:

- Regulation stations and calm spaces.
- Zones of Regulation and emotion coaching.
- Restorative practice and reflection logs.
- Individual behaviour support plans.
- Access to Inclusion Support, ELSA, Mental Health Support Team and external agencies.
- Alternative provision-in some cases.
- Early Help intervention
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)
- Structured break/lunch times.

Adults support children in crisis situations to maintain safety and ensure that all children can learn. The school has specific plans for circumstances such as the use of physical intervention when children abscond, searching children and serious incidents in the community. In these circumstances school individual plans are created, to ensure safety. Adults will resolve conflict using everyday restorative interactions and discussions including classroom meetings, circle time, peer mediation. Adults repair harm using facilitated restorative encounters, whilst supporting change by ensuring that all parties involved: learn from the incident, have their needs identified and supported and are enabled to repair and restore relationships. Individual children are also supported to understand the consequences of behaviour and enable them to repair relationships using individual restorative explorations. Woodlands uses restorative processes following all behaviour incidents, including bullying, racism, homophobia.

Rainbow Room

The Rainbow Room at Woodlands is a calm space in school that allows children, who are feeling stressed or emotionally dysregulated, to practice self-regulation and coping skills so that they can return to learning with minimal disruption to themselves or their peers. This calming room is a designated space, intentionally re-purposed for pupils to take a break, defuse anger, and re-centre outside of the classroom. It is always used for prevention to de-escalate heightened

emotions, support anxiety and help regulate dysregulated behaviours, never as a punishment-depriving children of their individual liberty. Children generally take themselves to use this space independently, however, on occasions, the decision to use this room will be made by the adults in school, supporting the child, to ensure the safety of the child and others in school. Additional information can be found in the Appendix.

Responding to Unwanted Behaviour

Unwanted Behaviour is addressed promptly and consistently. This may be dealt with by classroom staff, with the support of the Inclusion Team, or by a member of SLT. When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond, to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner. We believe that most unacceptable behaviour should be dealt with by the adults within the pupils classroom using the strategies listed above. However, with persistent unacceptable behaviour, or when initial strategies have not worked, support from the Inclusion Team or SLT may be required for advice and support. At all times, emotion coaching, affective statements and restorative approaches will be used. A restorative conversation will take place with the child and staff member following any unwanted behaviour.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

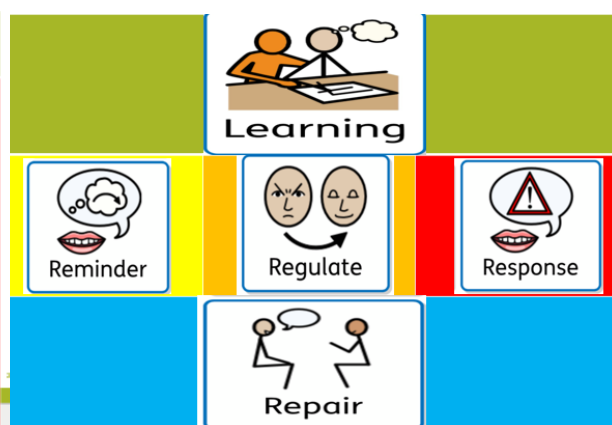
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

Stepped Boundaries

In order to ensure consistency, staff follow the outlined behaviour steps, when addressing negative behaviours. Visual aids are also used to ensure that children are aware of behaviours and the impact

Learning. Demonstrating school values, 3R's and Relentless Routines.		
REMINDER	REGULATE	RESPONSE
Quiet 1:1 adult reminder of rules and expectations. Use an affective statement to show the child how they have affected you/their classmates by their behaviour, either positively or negatively. I notice you chose to....(noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice and avoid logical consequence. Thank you for listening	Repeat affective statement and give an alternative choice. Quiet 1:1 clear verbal caution making the child aware of their behaviour. Offer a reminder of appropriate calming strategy (regulation station, movement break, personalised resource etc.)	Support Circle: I can see that you need a bit more support at the moment, and a bit longer to talk this through. I'll ask one of the inclusion team to come and continue a restorative conversation with you so that you feel able to talk it through and solve whatever is on your mind. If behaviour remains unsafe, this may result in: Time out with SLT/Phone call/meeting with parents/Internal Exclusion/Suspension *DO NOT describe child's behaviour to another adult in front of child*
Repair.		
Putting things right-Restorative Conversations What happened? How did this make people feel? Who has been affected (hurt/upset)? What could we do to put this right?		



Level 1	Level 2	Level 3
Classroom staff systematically and effectively using Stepped Boundaries	Phase Leader/Inclusion Team support. Parents informed. Appropriate consequence	SLT Intervention. Parent meeting established. Internal or fixed term suspension.
Shouting out and interrupting Running to escape Fighting games Snatching/grabbing Pushing/Pulling Crowding/invasive space Ignoring staff Lack of manners Other behaviour that negatively affects other children's learning.	Throwing equipment Targeted abusive language Swearing Running away Stealing/taking/hoarding Continual disruption: making noises e.g. whistling/laughing Repeated Temper tantrums. Destroying work/equipment	Bullying (see definition below) Physical violence: Biting Kicking Hitting Spitting Intentional destruction of property Continued refusal to comply Racial or homophobic abuse Sexual Harassment Child on child abuse Carrying a weapon Drug related behaviour

Our Restorative Approach:

Restorative approaches help those harmed express the impact to those responsible, who then acknowledge it and take steps to make amends. These methods prevent and resolve conflicts, improving relationships and school culture. Becoming a restorative school boosts attendance, reduces exclusions, and enhances achievement. It also addresses issues like bullying, disruption, truancy, and antisocial behaviour. Adults support pupils through restorative practices and emotion coaching, helping them understand and express feelings constructively, and model how to repair and restore relationships.

Emotion coaching and affective statements are used by staff as an alternative to comments that are implicitly judgmental and can lead to confrontation, argument, and further conflict. For example:

Recognising and attending to children's emotions. 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'

Labelling and naming emotions. I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something.'

Empathising, validating feelings and emotion. 'I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'

Setting limits on behaviour. 'I can see that you are angry that I've taken away your phone but these are the rules everyone has to follow. I will keep it safe for you.'

'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop.'

Problem-solving with the child or young person. 'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again?' 'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'

Restorative Conversation Questions

1. To respond to challenging behaviour
 - What happened?
 - What were you thinking about at the time?
 - Who has been affected by what you did?
 - What do you think you need to do to make things right?
2. To help those harmed by the actions of others:
 - What did you think when you realised what had happened?
 - What have your thoughts been since?
 - How has this affected you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?



Bullying

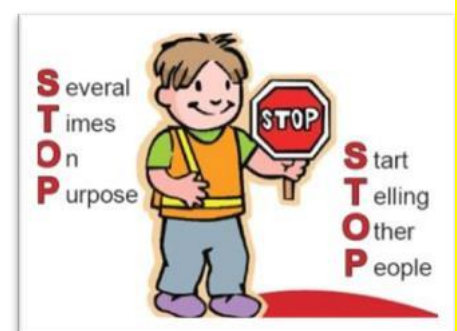
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful.

Repeated, persistently overtime.

Difficult to defend against.



Please read our anti-bullying policy for more information.

Serious sanctions

Schools can use time limited exclusion and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

There are three types of exclusion that may be used. These are:

Internal exclusion – this is when the child remains in school but is excluded from the day-to-day aspects of school life.

Suspension – this is when a child is temporarily removed from the school for a fixed period of time.

Permanent exclusion – this is when child is no longer allowed to attend a school (unless reinstated)

At Woodlands, a suspension from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure, but a planned intervention initiated by the Head Teacher or, in her absence, the Deputy or Assistant headteachers when it is felt that it is unsafe for a child to be in school, and when other strategies have failed. It is done in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child. An internal exclusion may be given, if it felt that it is in the best interest of the child. The length of the suspension will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child to prevent suspension and will only suspend under severe or extreme circumstances. Wherever possible exclusions are not used as an instant reaction for a serious incident.

See exclusion policy.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days, the school will provide work – it is the parent's/carers responsibility to ensure the child completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents/carers with details of the Day 6 provision. All exclusions should be recorded on the school management information system.

In exceptional circumstances the head teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'one off' offence. These offences might include: Serious actual or threatened violence against another pupil or a member of staff Sexual harassment or violence Carrying an offensive weapon The school will refer to the DfE's guidance regarding suspensions and permanent exclusions: School suspensions and permanent exclusions - GOV.UK (www.gov.uk) and will refer to Telford and Wrekin's guidelines when imposing suspensions or permanent exclusions. Parents/carers are advised of their right to appeal. This means that when a child is suspended or excluded, parents /carers will be notified by phone and letter. The class teacher will provide work on the day the exclusion is imposed for the child to do at home.

Reintegration meetings Following a fixed-term exclusion, parents/carers are invited to attend a reintegration meeting. We arrange a re-admission meeting usually on the day of your child's return to school. If this is not possible the meeting will take place prior to your child's return. It is essential that the meeting takes place before the child returns to Woodlands. At the meeting we will talk to

you about why your child was excluded and how we can work together to ensure their successful return to school. Both the parent or carer and the child should attend this meeting. Parents/carers are invited to bring a friend for support or someone who might help discuss the child's welfare e.g. someone from an advocacy group, an interpreter, or a signer. Parents/carers are asked to let the school know who they would like to attend.

Statutory Powers, Rights of School Staff and Other Information

Reasonable force

The use of physical intervention is rare and wherever possible is avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example, if a child is at risk of hurting themselves and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. The Senior Leadership Team members have had MAPA training See physical intervention policy, for more information. Incidents of reasonable force must:

Always be used as a last resort.

Be applied using the minimum amount of force and for the minimum amount of time possible.

Be used in a way that maintains the safety and dignity of all concerned. Never be used as a form of corporal principles .

Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Mobile Phones

Mobile phones are not permitted during the school day. Pupils must keep them switched off and hand them in to classroom staff, who will return them at the end of the school day. Breaches will result in confiscation and appropriate sanctions.

Behaviour Outside School

Negative pupil behaviour outside school will also be addressed when:

- Travelling to/from school.
- Representing the school.
- Wearing school uniform.
- Their behaviour affects the school's reputation or safety of others.
- Behaving in an unsafe manner when online.

Zero-tolerance approach to sexual harassment and sexual violence and Chld on child Abuse

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our school's response will be: proportionate, considered, supportive and decided on a case-by-case basis. Staff follow the procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally.

- Refer to early help.
- Refer to children's social care.
- Report to the police.

Woodlands enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on - Child Abuse Policy. Peer abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff at Woodlands Primary School & Nursery recognise that children are capable of abusing their peers and know that child on child abuse is likely to include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
 - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
 - up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- This abuse can:

- Be motivated by perceived or actual differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
 - Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim;
- vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

All staff are trained in our settings policy and procedures with regards to child on child abuse and anti-bullying, and know the important role they have to play in preventing it and responding where they believe a child may be at risk from it. We recognise that any child can be vulnerable to peer-on-peer abuse/bullying due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- child on child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child on child abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without , and
- some children may be more likely to experience child on child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

Stopping violence and ensuring immediate physical safety is always the priority of any educational setting, but we acknowledge that emotional bullying can sometimes be more damaging and long-lasting than physical. In any case, where the behaviour is identified as abusive in nature, or as bullying, our school staff, alongside the Designated Safeguarding Lead and/or Deputy, will make their own judgements about each specific case and will use the Peer-on-Peer Policy (including Identifying and Responding to Sexually Harmful Behaviour), and the Anti-Bullying Policy as guidance to help respond effectively. These policies are available to view on the school website. Please refer to our child protection and safeguarding policy for more information.

Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and children accused of misconduct. Please refer to our child protection and safeguarding policy.

SEND and Additional Needs

Woodlands recognises that a child's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND need, although we recognise that not every incident of misbehaviour will be connected to a child's SEND. Decisions on whether a child's SEND has had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health, and care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the child concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has a severe skin condition such as eczema.
- Training for staff so they understand conditions such as autism or sensory seeking behaviours.

Recognising the impact of SEND on behaviour.

- Use of separate spaces such as sensory zones in classrooms or the nurture room where a child can regulate their emotions during a moment of sensory overload.
- Use of specialised resources such as ear defenders.

Adapting sanctions for children with SEND.

We make reasonable adjustments for pupils with SEND or SEMH needs:

- Anticipate triggers and provide proactive support.
- Adapt routines and expectations.
- Use sensory tools and safe spaces.
- Collaborate with families and professionals.

When considering a behavioural sanction for a child with SEND, the school will consider:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time because of their SEND? Is the child likely to behave aggressively due to their SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND.

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis. **For more information please read our SEND offer.**

Safeguarding and Wellbeing

Behaviour concerns may indicate safeguarding issues. Staff follow the child protection policy and refer to the DSL when needed. We prioritise pupil wellbeing and ensure all children feel safe and heard.

Communication and Monitoring

- The policy is shared annually and published on the school website.
- Behaviour data is monitored for patterns and fairness.
- Regular reviews ensure the policy remains effective and inclusive.
- All records of children's behaviour will be maintained on CPOMS.

Having recorded a behaviour on numerous occasions staff check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be working with the child?

Woodlands will often use this information to create an individual behaviour plan for a child. These are detailed, shared with parents/carers and reviewed regularly.

Assessment and reporting

Following any incident where a child is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form (see appendix F) will be completed and passed to the Inclusion Manager.

Searching and confiscation

The Headteacher, Assistant Headteacher and Inclusion Manager have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Absconding

Risk assessment Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. We constantly monitor and assess children's behaviour and our responses to them, ensuring that they have appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk. If a child becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking space; running after them could jeopardise the child's safety. This enables us to supervise the child until they have calmed down and are able to return. If they refuse to return, the police will be called. Following any incident, the Head teacher (or in their absence DHT) will consider whether it is appropriate to notify the police or Community Support Officers on Woodside. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

We simultaneously operate a policy of inclusion. To maximize our children's learning opportunities, we manage potential risk so that we can involve them in all educational opportunities. The process for children to take part in educational visits is one of continued risk assessment and involves

careful planning. If we become aware that a child is at risk because of issues outside the school, we follow Telford and Wrekin procedure.

Equal Opportunities (see Equal Opportunities Policy)

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, religion, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Legislation, statutory requirements, and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting children with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate children's property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.
- <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smssc>
- Behaviour and discipline government guidance for governors

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodieson-behaviour-and-discipline>

Behaviour and discipline government guidance for headteachers and school staff

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-andschool-staff-on-behaviour-and-discipline>

Appendices

Appendix A –Behaviour Overview

Appendix B- Rainbow Room Guidance

Appendix C - Searching and confiscation

Appendix D – The use of reasonable force

Appendix E - Recording of Violent/ Aggressive incidents form

Appendix F – T&W Physical Intervention Monitoring Form

Appendix A- Behaviour Overview

Values

Determination	Resilience	Equity	Aspiration	Making Relationships
				
Not giving up, even when something is difficult.	Bouncing back when things don't go your way.	Helping everyone have a fair chance.	Dreaming about what you want to achieve and aiming high.	Being friendly and working well with others.

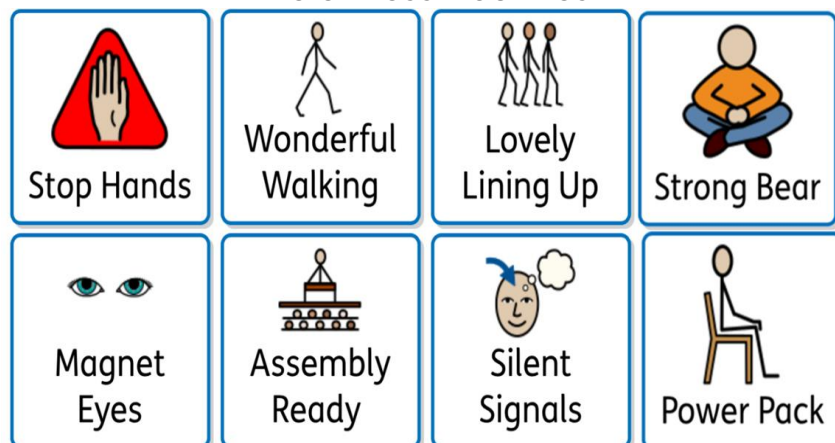
Rules



Positive Recognition

Praise
Stickers
Dojo Points
Jar of Dreams
Celebration certificates in Friday assembly (will now be linked to Vision and Values/School Rules)
Postcards Home
Attendance prizes
Reading Raffle
Maths Raffle
Walking Bus
Lunchtime
Pride of Woodlands
Class Star of the Week

Relentless Routines



Calm, Consistent and Predictable Adults

Calm –not showing, nervousness, anger, or other strong emotions to the child/ren in their care.
Consistent – responding in the same way over time; ensure predictability. '
Positive –Praise in public: reprimand in private.
Empathetic – demonstrate an ability to understand and share the feelings of the children

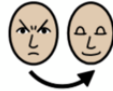
Stepped Behaviour

Learning.		
Demonstrating school values, 3R's and Relentless Routines.		
REMINDER Quiet 1:1 adult reminder of rules and expectations. Use an affective statement to show the child how they have affected you/their classmates by their behaviour, either positively or negatively. I notice you chose to... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice and avoid logical consequence. Thank you for listening	REGULATE Repeat affective statement and give an alternative choice. Quiet 1:1 clear verbal caution making the child aware of their behaviour. Offer a reminder of appropriate calming strategy (regulation station, movement break, personalised resource etc.)	RESPONSE Support Circle. I can see that you need a bit more support at the moment, and a bit longer to talk this through. (I ask one of the inclusion team to come and continue a restorative conversation with you so that you feel able to talk it through and solve whatever is on your mind. If behaviour remains unsafe, this may result in Time out with SLT/Phone call/meeting with parents/internal Exclusion/Suspension *DO NOT describe child's behaviour to another adult in front of child*
Repair. Putting things right-Restorative Conversations What happened? How did this make people feel? Who has been affected (hurt/upset)? What could we do to put this right?		



Learning


Reminder


Regulate

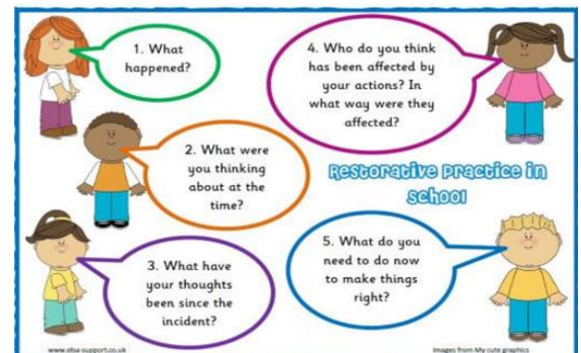

Response


Repair

Restorative Questions

My Classroom, My Responsibility, My Consistency We see follow up as critical to ensure the child has the chance to reflect and learn.

1. What happened?
2. What were you thinking at the time? (Have your thoughts changed since?)
3. Who has been affected and in what way? (How did it make them feel?)
4. What do you think needs to happen to make things right?
5. How could we do things differently in the future?



Emotion Coaching/Affective Statements

When.....(identify the behaviour).....
 I feel.....(state the impact).....
 What I'd like is.....(state the preferred action)..
 I feel.....(state the impact).....
 When.....(identify the behaviour).....
 What I'd like is.....(state the preferred action)..
 'I can see you are upset . . .'
 'I understand that's how you feel . . .'
 "I can see you're feeling ____ right now. Can you tell me more?"
 "It's okay to feel _____. Everyone feels that way sometimes."
 "What happened that made you feel this way?"
 "Let's name that feeling together—do you think it's anger, sadness, or something else?"
 "What do you need right now to help you feel better?"
 "Can you show me with your hands or face how you're feeling?"
 "Let's take a deep breath together and think about what we can do next."
 "How can we solve this problem together?"
 "What could you do differently next time?"
 I felt very disappointed when you hit John. What I'd like is for you to be respectful towards your friends
 I am upset and angry by what has just happened.
 I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation

I feel really proud of you when I heard

I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation

APPENDIX B- GUIDANCE FOR USE OF THE RAINBOW ROOM

Guidance on the use of the Rainbow room. This guidance has been updated to ensure it is inline with the 'Deprivation of Liberty guidance for schools' from Telford and Wrekin Local Authority, and the DfE guidance 'Positive environments where children can flourish'. 'Restraint of any kind can have a negative impact on a child's mental health and damage relationships between children and those who care for them.

All staff at Woodlands are aware that behaviour is a form of communication. Those who care for children have a duty to understand what the children's behaviour communicates. We expect staff to respond in ways that help everyone to stay safe and value and respect each child. We start from a perspective that respects the child's rights before we consider whether incidents of physical restraint or restrictions on children's liberty comply with the legislative framework, national minimum standards (NMS) and relevant guidance. We start from the premise that staff should work positively and confidently with children and find the least intrusive way possible to support and empower them and keep them safe.' (DfE, 2021)

There are times when children need access to a quiet and calm space to enable them to calm down and self-regulate. Our Rainbow room serves this purpose as it is a sensory-controlled calming area. The purpose of our Rainbow room is not exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. It is used in a planned and sensitive manner to help a child move forward. Our Rainbow room is an available space for a child to calm down to help them stop worrying or help them to feel less angry. It is to be used with a calm and positive approach, in order to help reduce anxiety. It must be remembered that some verbal terms and situations may make a child feel segregated and have their liberty restricted, such as locking a door or standing in front of the doorway to prevent exit. Therefore, the Rainbow Room must be used in the correct way as outlined in this guidance. In some cases, the use of our Rainbow room may form part of a pupil's individual positive behaviour support plan and, where appropriate, should be jointly agreed by the School Leadership Team (SLT) and parents/carers. Children and young people can be consulted in accordance with their age and level of understanding. In optimum circumstances, the pupil will choose to access the Rainbow Room, sometimes with a prompt from staff. In exceptional circumstances, when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Rainbow Room using agreed positive handling strategies. The Rainbow Room should only be used after all other strategies (outlined in the Behaviour Policy) have failed to calm the pupil. A decision to support the pupil in accessing the Rainbow room should be based upon an assessment of need. The use of reasonable force is required to prevent:

- self-harming;
- injury to other children or staff;
- damage to property;
- an offence being committed.

In these instances, the Rainbow room can be used as a means of:

- helping the pupil to manage their own emotional state;
- reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- reducing the need for prolonged use of physical intervention.

In this guidance it is anticipated that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil. This could be through PECS (Picture Exchange Communication System), Makaton, use of visual cues or verbal communication using Emotion Coaching CPD as a guide; this may also be included in an individual's behaviour plan.

The Rainbow Room is not a teaching room. It is a place of safety and its purpose is to create a calming environment for the pupil. The room has sensory lights, soft furnishings and limited resources to support children to re-regulate. Walls are covered with high impact foam which offers further protection for pupils who are extremely agitated. At times, children will request that the door be closed, however, a large window staff; see the child and communicate with them clearly; allows the child to not feel that we are restricting their liberty; and allows the child access to the wider area outside the Rainbow Room as soon as it is safe to do so.

Helping children to understand how to use the Rainbow Room

- All children are aware of the Rainbow Room as a space and understand the benefits that can come from its usage.
- A child is encouraged to use the Rainbow Room when they become aware that they are starting to get upset, worried or angry.
- The Rainbow Room is for the sole use of the child when they are in it.
- Staff should avoid entering the Rainbow Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.
 - The Rainbow Room is not to be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.
 - The best outcome of using our Rainbow Room is when a child learns how to 'self-regulate' independently and is able to calm themselves down.
 - Sometimes a member of staff will suggest to the child that 'this is a good time to use the Rainbow Room' or the child themselves may feel that 'this is a good time to use the Rainbow Room'. Staff will be alerted to the warning signs and recognise that the child may need a break and remind the child that they may leave the room to use the Rainbow Room.

Once in the Rainbow Room, and the child has self-regulated, staff involved should use the ZoR to support the child to identify what Zone they are currently in. Discuss and identify what strategies they can use to get into the Green Zone. Restorative conversations may also be required if incidents occurred during dysregulation. Staff need to be mindful it can take time 'put a lid' on their emotions but will aim to resolve the situation with the child spending the minimum time necessary in the Rainbow Room. When the Rainbow Room has been used, the incident must be recorded on CPOMS. This is in-line with our school policies.

Sources from: 'Deprivation of Liberty guidance for schools' from Telford and Wrekin Local Authority Education Noticeboard - 11 January 2024 - Education Noticeboard ([telford.gov.uk](https://www.telford.gov.uk)) DfE guidance 'Positive environments where children can flourish' <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

Appendix C

Searching and confiscation

The Headteacher, Assistant Headteachers and Inclusion Manager have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher or a senior member of staff. But:
 - a. you must be the same sex as the pupil being searched; and
 - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Bags

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

- Where a person conducting a search finds alcohol, they must retain it for return to the parent/carer.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents/carers and dealing with complaints

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the incident will be recorded on CPOMS (school MIS) whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Screening, searching and confiscation government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Appendix D

The use of reasonable force (Refer to Telford and Wrekin's Policy on the Use of and Reduction of Physical Intervention for Children and Young People – October 2012)

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain (see restraint policy). This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

Use force as a sanction – it is always unlawful to use force as a punishment.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. Whenever possible, should a child need restraining it should be carried out by a member of the SLT who have received nonviolent crisis intervention training (MAPA).

Reporting Incidents -Telling parents/carers when force has been used on their child

It is important that a detailed, written report is made of any occasion where force is used, in order to support the child and staff involved. This will be done using a T&W violent incident form-Appendix F and will be followed up by a member of the SLT who will meet with the parents and child and decide what sanctions or next steps should be put in place. Details of these incidents will also be logged on the Telford and Wrekin Intervention Monitoring Form. Incidents requiring reasonable force (MAPA) will be recoded, in detail, and logged on CPOMS.

Written reports will include:

- The names of the pupils involved and when and where the incident took place
- The names of staff or pupils who witnessed the incident
- The reason that force was necessary
- Full chronological details of the incident, including pupil's behaviour, what was said, steps taken to calm or defuse the situation, how force was applied and for how long.
- Pupil response and the outcome of the incident
- Details of any injury suffered by people involved.
- Details of meetings with parents/carers and next steps identified.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- a)* Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b)* When comforting a distressed pupil;
- c)* When a pupil is being congratulated or praised;
- d)* To demonstrate how to use a musical instrument;
- e)* To demonstrate exercises or techniques during PE lessons or sports coaching; and *f)* To give first aid.

For details of what happens if a pupil complains when force is used on them please refer to grievance policy.

Use of reasonable force government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-forschool-leaders-staff-and-governing-bodies>

Use of restrictive physical interventions government guidance

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-useof-restrictive-physical-interventions>

VIOLENT INCIDENT REPORT FORM (to report violence, abuse, threats, Hate crime or harassment)

THIS FORM SHOULD ONLY BE COMPLETED IF YOU DO NOT HAVE ACCESS TO MYVIEW (On completing the form please pass to your manager).

Staff with access to MyView should complete on-line.

What we will do with your Personal Information Telford & Wrekin Council is collecting your personal information for the purpose of meeting the statutory requirement of the Health & Safety at Work etc Act 1974. Telford & Wrekin Council will not share any of your personal data collected with external organisations unless required to do so by law when your data may be shared with other organisations for example the Health and Safety Executive (HSE) or the council's insurers. For further details on the council's privacy arrangements please view the privacy page on the council's [Website Page](#)

TO BE COMPLETED BY EMPLOYEE OR ON BEHALF OF ASSAULTED/THREATENED PERSON

1. Who? (Personal details of assaulted/threatened person)

Surname (capitals please):

Forename/s:

Date of Birth:

Male:

Female:

Address:

Post Code:

Daytime Tel No:

Status (please tick one category)

Employee

Pupil/Trainee

Visitor

Public

Client

Contractor

Other (please specify)

If the person is an employee, please give the following additional information:

Post title:

Payroll Number:

Work location/Service Area/Service Delivery Area:

Working Days lost (please enter dates):

2. When?

Date:

finished work on day of accident:

Time: (Please use 24 hr clock) Time

Normal time of finishing:

3. Where?

Name of site and address:

Precise location of incident:

4. How?

Briefly describe the circumstances of this incident, what was done and said.
(attach sketch/plan if this would illustrate the sequence of events more clearly)

Is the threat/harassment ongoing?

5. Who? Details of the assailant/perpetrator (if already known)

Name:	Date of birth	Male		Female	
Description of assailant:					
Address of assailant :					
If more than one assailant please list relevant details separately					

6. Details of Incident

Physical Assault: Major injury must be reported by telephone to HSE other injuries to be reported following the accident reporting procedure.

Nature of injury / damage:

Was any First Aid administered :

Was Management of Actual or Potential Aggression applied (tick box below that applies)

Level 1 Low	Level 2 Medium	Level 3 High	Floor
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Other threatening behaviour: Tick box(es)

Verbal abuse		Verbal threat		Threatening situation		Threat with weapon		Damage to property	
Threat/damage to family property			Threat/damage by third party/agent				Provocation		

7. Did the incident involve any of the following?

Drugs/Alcohol		Mental disorder		Other existing condition	
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Incident/ Harassment related to:

Disability		Race		Age		Sex/gender		Sexual orientation	
Gender reassignment		Pregnancy/ maternity		Religion or belief		Marriage/civic partnership		Other (please describe)	

Is this a Hate crime? (A crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds)

Has the crime been reported to the police?

Has the Zero tolerance policy commenced?	Yes		No		If no - why
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8. Witnesses: Give names and addresses of any witnesses

(Obtain witnesses wherever possible, attach signed statement from each witness in serious cases)

9. I give consent for the details of the accident to be shared with H&S Representative: Yes/No

10. Preventative or Monitoring Action: Action proposed (to be completed by Line Manager) i.e. Briefing, Counselling, 1:1 and if this is related to Hate Crime what support has been provided to the employee/team

Name of Line Manager/ Head teacher:

Date: